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ABSTRACT

The document contains the annual report (1986/87) of the Austin (Texas) Independent School District's gifted and talented program. The elementary program, AIM High, and the Secondary Honors program are reported to have served over 10,000 students during the year at a cost of $47 per student. Major activities of the year included: continuing implementation of the 5-year plan for reorganizing the gifted program; improved record keeping by the Office of Gifted Education; initial implementation of the Bilingual Gifted Program; higher than expected achievement by AIM High students in both reading and mathematics. Program data are presented to answer the following questions: How were students identified for the gifted and talented program? How satisfactory has the identification process been? How many students were served by the AIM High program? How many students were served by the secondary honors program? How were the elementary gifted classes organized, and how often did they meet? What staff development activities were conducted? What did people think about the AIM High program? What were the achievement levels of elementary gifted students? How much did the gifted and talented program cost? What were the Office of Gifted Education's major accomplishments and shortcomings in 1986-87? Attached are the districtwide survey results about AIM High. (DB)

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AISD GIFTED/TALENTED PROGRAMS, 1986-87: AIM HIGH, SECONDARY HONORS

EXECUTIVE SUMMARY

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AISD's Gifted and Talented Program is comprised of the elementary AIM High Program and the secondary Honors Program. The AIM High Program serves students in grades 2-6. At kindergarten and grade 1, there is a Primary Enrichment Program using AIM High curriculum materials in high-level mathematics and reading groups. Students are not formally identified for AIM High until the end of their first-grade year. The secondary Honors Program serves students in grades 7-12. Together, the AIM High and Honors Programs served more than 10,000 students in 1986-87 at a cost of $485,845, or $47 per student.

MAJOR FINDINGS

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1. The Office of Gifted Education is on schedule in implementing the five-year plan for reorganizing the District's gifted education programs. During the 1986-87 school year, the AIM High Mathematics Program was implemented districtwide in 63 elementary schools, and the AIM High Science Program was piloted in 10 elementary schools.

2. The predominance of the team/grade level instructional arrangement indicates that an increasingly standard approach toward the organization of classes for gifted and talented students is being taken by elementary schools.

3. The Office of Gifted Education has improved its record keeping so that the number of students served by the various AIM High programs can now be determined more accurately.

4. Implementation of the Bilingual Gifted Program continues to move forward at a slow pace. Progress has been made in producing an "experimental" identification matrix, in providing teacher training, and in developing curriculum resources. However, problems with the formal identification process and with the delivery of a differentiated curriculum to program students need to be overcome.

5. AIM High students gained more than predicted at grades 2-6 in both reading and mathematics.

6. As with other special programs, AISD allocates more local funds to the Gifted and Talented Program than it receives from the State. In 1986-87, AISD budgeted $485,845--$318,915 more than the State required.

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FINAL REPORT

WHAT IS AISD'S GIFTED AND TALENTED PROGRAM?

OVERVIEW

Although it is frequently thought and spoken of as unitary, AISD's Gifted and Talented Program is, in fact, two programs, one at the elementary level and one at the secondary level. In this division, the programs reflect the traditional differentiation of programs, curricula, and administrative structures between elementary and secondary education. Although there are certain characteristics in common between the two programs, each must be considered separately. It should be noted, however, that when the term "gifted and talented program" is used in AISD, it is frequently synonymous with the elementary program. Indeed, the focus of the 1986-87 evaluation was on the elementary program, although some comparable data on the secondary program were obtained.

ELEMENTARY

Pre-1982

Elementary gifted and talented programs have existed in the District since 1975-76. In 1981-82, 54 of the 61 elementary schools in AISD had one or more programs for gifted and talented students in a wide variety of academic and nonacademic areas. However, feedback from administrators, teachers, and parents indicated that the programs lacked organization and that there did not seem to be any continuity to the programs. A program may have been offered at one grade level, but no provisions were made for a student to continue in that program at the next grade level the following year.

Reorganization

In 1982, the Committee on Gifted Education of the Forming the Future Project proposed a five-year plan for the reorganization of the District's gifted education programs. The reorganization reflected an acknowledged need for continuity from grade to grade and school to school in the basic subject areas (language arts, mathematics, science, and social studies) and the need for a uniform and effective procedure to identify gifted and talented students.

OGE and AIM High

In 1983-84, the Office of Gifted Education (OGE) was created to begin implementation of the elementary five-year plan. Language arts was the first focus, to be followed over five years with programs in mathematics, science, and social studies. OGE developed the AIM High Program, the title of which refers to the characteristics sought in gifted students (**A**bility, **I**nterest, and **M**otivation). The major activities in which OGE has engaged since its inception until the current year are tabled below.

School Year	Major Activities of OGE
1983-84	• Began implementation of the elementary five-year plan
	• First districtwide process to identify elementary gifted students designed and implemented
	• Scope and sequence of a differentiated curriculum for the AIM High Program in language arts defined
	• Six curriculum units in language arts developed
	• An inservice training day required for all K-3 teachers
1984-85	• AIM High Language Arts Program implemented in 60 elementary schools
	• Identification process for the AIM High Mathematics Program defined and implemented
	• Total of 16 new language arts units developed and disseminated to teachers grades K-6
	• Numerous staff development workshops conducted
1985-86	• AIM High Mathematics Program piloted in 32 elementary schools
	• Plan for a districtwide science program developed, and the program made ready to be piloted in 10 schools in 1986-87
	• Efforts made to enhance communication among parents, schools, and OGE

AIM High in 1986-87

In 1986-87, OGE entered the fourth year of the five-year plan for the elementary Gifted and Talented Program. Goals for the year were to:

- Have a complete record of all students identified for the AIM High Program,
- Increase public awareness of the program,
- Improve communication between OGE and parents,
- Implement an AIM High Bilingual Language Arts Program at two elementary schools,
- Provide inservice training and materials for language arts teachers,
- Implement the AIM High Mathematics Program districtwide,
- Pilot the AIM High Science Program in 10 schools, and
- Develop a differentiated science curriculum.

The makeup of the Gifted and Talented Program at the elementary level changed somewhat in 1986-87. Art Enrichment, formerly an adjunct gifted and talented program, was moved under the umbrella of the AIM High Program. Grade 1 students, previously identified at midyear, were not formally identified until the end of their first-grade year.

SECONDARY

Honors Program

In 1983-84, as part of an initiative to provide incentives for students to strive for excellence, the District replaced its former secondary gifted programs with the Honors Program.

Students Served

Students served are in grades 7-12 in 20 secondary schools and include students in the Science Academy of Austin located at LBJ High School.

Course Offerings

Each junior high school offers honors courses in English/language arts, science, mathematics, and social studies. High schools offer honors courses in these same four areas, as well as courses in computer science and foreign language.

Concepts

The Honors Program is conceived as "a means for providing additional challenges within the traditional program of instruction." Honors classes should allow:

- Students with a special interest to explore further and study more intensively the content of an academic subject;
- Students with special abilities to take the initiative in learning and surpass the regular curriculum through independent study, research projects, and extensive reading; and

- Students to be rewarded for the additional time and effort they spend in honors classes by the weighted honors course grade.

Course Objectives

A student in an honors course will:

- Function at higher skill levels;
- Analyze more complex data to solve problems;
- Cover material in greater depth;
- Read at a higher level of comprehension;
- Write with more attention to precision and fluency;
- Engage in more independent self-initiated learning; and
- Place emphasis on the quality of learning activities rather than the quantity.

Staff Development

According to the Division of Secondary Education, attempts are made to provide Honors Program teachers with special training. Instructional coordinators regularly hold "mini-meetings" with teachers in each of the areas. Teachers also attend conferences, workshops, and other meetings in order to improve their skills in working with high-achieving students. In addition, newsletters are sent to teachers throughout the year.

HOW WERE STUDENTS IDENTIFIED FOR THE GIFTED AND TALENTED PROGRAM?

ELEMENTARY

Students are identified for the AIM High Program according to the procedure listed below. The first point at which students are formally identified for the program is in May of their first-grade year. This is a change beginning in 1986-87. In previous years, grade 1 students were formally identified by midyear of the first grade. In 1986-87, first graders joined kindergarten students in an informal program referred to as the Primary Enrichment Program. Students are grouped for this program according to a school's regular ability-grouping procedures.

Initial Screening

1. ITBS percentile scores: Students must score at the 85th percentile or above on the reading and language subtests of the Iowa Tests of Basic Skills to be eligible for AIM High Language Arts. In mathematics, students must score at or above the 90th percentile on any of the ITBS mathematics subtests.

2. "Loophole" Candidates: Students whom school staff feel strongly should be considered for the program despite missing the achievement cutoff may also be included for further testing. No more than two students per class are supposed to be included by means of this "loophole" policy.

Testing

1. The students who pass through the initial screening are administered the appropriate subtest(s) (Verbal for language arts, Quantitative and Spatial for mathematics) of the Developing Cognitive Abilities Test (DCAT).

2. A student interest survey, a writing sample (composition), a behavior checklist, student performance history, and teacher recommendations are other criteria included in the identification process.

Selection

1. Individual Matrices: Results from these instruments--five in each area--are entered on an individual matrix for each student tested. Matrix points are assigned according to the scores or ratings from the instruments. Total matrix points are computed on each matrix.

2. Student Eligibility Form: The matrix points for each candidate are entered onto a single document. This enables each campus' AIM High Advisory Council to select a cutoff matrix point which it deems appropriate for the campus.

3. Admission: **Students are admitted to AIM High on the basis of a matrix point cutoff score determined by the local campus AIM High Advisory Council.** Admission is not an individual teacher decision.

Changes from the Previous Year

According to the Program Coordinator, the criteria used for the identification of gifted students for the AIM High Program in the areas of language arts and mathematics changed relatively little from those used in 1985-86. The changes cited by the Coordinator are described below.

The identification process for elementary students is described in full in the AIM High Program Manual (Sanders, et al., 1985) and associated materials developed by the Office of Gifted Education. The identification criteria used in the 1985-86 school year are also described in detail in ORE's 1985-86 final report about the Gifted and Talented Program (Wilkinson & Luna, 1986).

Language Arts. The student interest survey was revised to reflect students' interests more directly. A separate interest survey for first grade was eliminated. The single interest survey can be used in late first grade,

which is now when identification is taking place. Two of the Renzulli-Hartman Behavior Rating Scales were set aside in favor of the Eby Elementary Identification Instrument--Teacher Recommendation Form.

Mathematics. The student interest survey was changed to reflect the students' interest more directly.

Bilingual Gifted

The matrix developed for the identification of bilingual gifted students assigns matrix points according to scores or ratings from five instruments:

1. Teacher prediction of success, on a scale of "doubtful," "with some reservation," "good probability of success," or "high probability of success";
2. Scale for Rating Behavioral Characteristics of Bilingual Children;
3. Performance indicators (grades, class participation, special activities, etc.) rated from "few" to "consistently high";
4. DCAT Verbal percentile; and
5. Prueba de Lectura percentile.

Art Enrichment

Formerly an adjunct program, Art Enrichment became part of the AIM High Program in 1986-87. Accordingly, the Program Coordinator stated that an identification matrix with the requisite five criteria was being used.

SECONDARY

A student may take an honors course if:

- Standardized test scores indicate a potential for success in the Honors Program;
- Teachers recommend the student on the basis of the student's classroom performance;
- Past grades reflect high achievement; and
- Interest, ambition, and motivation for the mastery of honors work are present.

According to the Division of Secondary Education, AISD considers careful counseling of each student an important part of the Honors Program and has emphasized it each semester to the counseling staff. Students are made aware of the concepts of the Honors Program through prehonors counseling, which takes place prior to serious consideration of a student for admittance to the program. The counseling also provides students with an opportunity to decide if honors courses are in line with their future plans. Should a student enrolled in an honors course decide to drop it, the student may go back into the regular section of the class without penalty with the permission of the principal.

HOW SATISFACTORY HAS THE IDENTIFICATION PROCESS BEEN?

DISTRICTWIDE SURVEYS

Teachers and campus administrators were surveyed regarding the AIM High Program's identification process. Their responses are shown in Figure 1.

FIGURE 1
IDENTIFYING STUDENTS FOR THE AIM HIGH PROGRAM--
RESPONSES TO THE SPRING, 1987 DISTRICTWIDE SURVEY ITEMS

Key: Agree = Strongly agree, agree N = Number Responding
Disagree = Disagree, strongly disagree
Neutral = Neutral

		N	% Agree	% Neutral	% Disagree
The process by which students are selected for the AIM High Program is correctly identifying the gifted students at my school.*	Administrators	34	71	21	9
	Teachers	96	38	34	28
The identification process for selecting students for the AIM High Program at my school is fair.*	Administrators	35	83	11	6
	Teachers	69	54	30	16

			Yes	No
Was any student not identified for the AIM High Program at your school who should have been?	Administrators	40	25	75
	Teachers	73	27	73

* Differences in teacher and administrator responses were statistically significant.

- There was a statistically significant difference between the responses of administrators and teachers to two of the three survey items related to the AIM High identification process.

- Overall, administrators were more positive than teachers in their attitudes toward the identification process used by the AIM High Program.

- The majority of the teachers and administrators thought that the AIM High Program identified all students who should have been in the program, and that the identification process for selecting students for the AIM High Program at their schools was fair.

- While most of the administrators agreed that the selection process is correctly identifying the gifted students at their schools, only about one third of the teachers agreed.

PROGRAM COORDINATOR INTERVIEW

In addition to the measure of campus opinion, the question of the satisfactoriness of the identification process was directed to the Program Coordinator in an interview in June, 1987. She described the identification process both in language arts and in mathematics as "satisfactory." In the area of bilingual gifted, she stated that there were not yet enough data about the process for her to make a definite judgment. One problem encountered is that the Prueba de Lectura is not given to all bilingual students. Hence, either it will need to be replaced in the identification matrix or OGE will need to explore ways to have it administered to all eligible students being considered for the AIM High Bilingual Gifted Language Arts Program.

HOW MANY STUDENTS WERE SERVED BY THE AIM HIGH PROGRAM?

Figure 2 shows the number of elementary students, grades 2-6, who were served in 1986-87 by the AIM High Language Arts and Mathematics Programs compared with the previous year. The number of students served by the Bilingual Gifted Language Arts Program could not be determined. No counts were attempted of the number of children in kindergarten and first grade who participated in the informal program, or of the number of students in the pilot Science Program. Figure 3 shows the number of students served according to subject area. Figure 4 compares the number of students served by subject area in 1986-87 with the number served the previous year.

FIGURE 2
NUMBER OF STUDENTS PARTICIPATING IN AIM HIGH LANGUAGE ARTS AND MATHEMATICS, BY GRADE AND ETHNICITY, 1985-86 AND 1986-87

	AMERICAN INDIAN		ASIAN		BLACK		HISPANIC		ANGLO/OTHER		TOTAL	
GRADE	85-86	86-87	85-86	86-87	85-86	86-87	85-86	86-87	85-86	86-87	85-86	86-87
1*	2	--	23	--	51	--	100	--	525	--	701	--
2	2	6	16	28	80	93	105	133	590	658	793	918
3	2	3	20	28	66	100	103	134	596	664	787	929
4	--	4	16	26	55	62	96	125	511	615	678	832
5	2	2	22	20	30	52	93	116	541	567	688	757
6	2	3	18	27	37	53	92	136	522	620	671	839
TOTAL	10	18	115	129	319	360	589	644	3,285	3,124	4,318	4,275
	(0.2%)	(0.4%)	(2.7%)	(3.0%)	(7.4%)	(8.4%)	(13.6%)	(15.1%)	(76.1%)	(73.1%)	(100%)	(100%)

* Beginning in 1986-87, grade 1 students were not formally identified until the end of first grade.

Note: These are unduplicated counts; i.e., no student is counted more than once.

FIGURE 3
NUMBER OF STUDENTS SERVED BY THE AIM HIGH PROGRAM IN 1986-87, GRADES 2-6, BY SUBJECT AREA

Subject Area	Students Served	
	Number	Percent
Language Arts	985	22.4
Mathematics	1,037	23.6
Art Enrichment	128	2.9
Language Arts and Mathematics	2,082	47.3
Language Arts and Art Enrichment	36	.8
Mathematics and Art Enrichment	28	.6
Language Arts, Mathematics, and Art Enrichment	107	2.4
TOTAL	4,403	100.0

Note: These are unduplicated counts; i.e., no student is counted more than once.

FIGURE 4
NUMBER OF STUDENTS SERVED BY THE AIM HIGH PROGRAM IN 1986-87, COMPARED WITH THE PREVIOUS YEAR

Subject Area	Students Served	
	1985-86*	1986-87
Language Arts	1,832	3,210
Mathematics	548	3,254
Art Enrichment	304	299
Unidentified**	2,148	0
TOTAL	4,832	6,763

* Grade 1 counts are included for 1985-86 when first graders were formally identified for service. Beginning in 1986-87, first graders were not formally identified. Therefore, 1986-87 counts are for grades 2-6 only.

** The students were served by AIM High, but the Office of Gifted Education could not identify the area of service with certainty. These students were probably served by the AIM High Language Arts Program.

Note: These are duplicated counts; i.e., students were counted in each program in which they participated.

HOW MANY STUDENTS WERE SERVED BY THE SECONDARY HONORS PROGRAM?

Gifted and talented students were served at the secondary level in 1986-87 through the secondary Honors Program. Figure 5 gives the number of secondary students who took honors courses in 1986-87 compared with the previous year.

FIGURE 5
NUMBER OF STUDENTS ENROLLED IN SECONDARY HONORS COURSES BY GRADE AND ETHNICITY, 1985-86 and 1986-87.

	AMERICAN INDIAN		ASIAN		BLACK		HISPANIC		ANGLO/OTHER		TOTAL	
GRADE	85-86	86-87	85-86	86-87	85-86	86-87	85-86	86-87	85-86	86-87	85-86	86-87
7	2	0	24	29	54	128	84	129	592	688	756	974
8	2	0	32	35	52	74	87	87	628	610	801	806
9	1	4	40	45	85	103	104	124	890	739	1,120	1,015
10	1	1	40	50	76	86	102	117	807	789	1,026	1,043
11	4	2	55	53	68	85	135	111	807	786	1,069	1,037
12	2	1	47	57	57	65	103	120	662	689	871	932
TOTAL	12	8	238	269	392	541	615	688	4,386	4,301	5,643	5,807
	(0.2%)	(0.1%)	(4.2%)	(4.6%)	(6.9%)	(9.3%)	(10.9%)	(11.8%)	(77.7%)	(74.0%)	(100%)	(100%)

HOW WERE THE ELEMENTARY GIFTED CLASSES ORGANIZED, AND HOW OFTEN DID THEY MEET?

Five major categories were identified according to the administration, organization, and instructional delivery methods used in AIM High classes. A survey of principals of schools participating in the AIM High Program included the following list of class types:

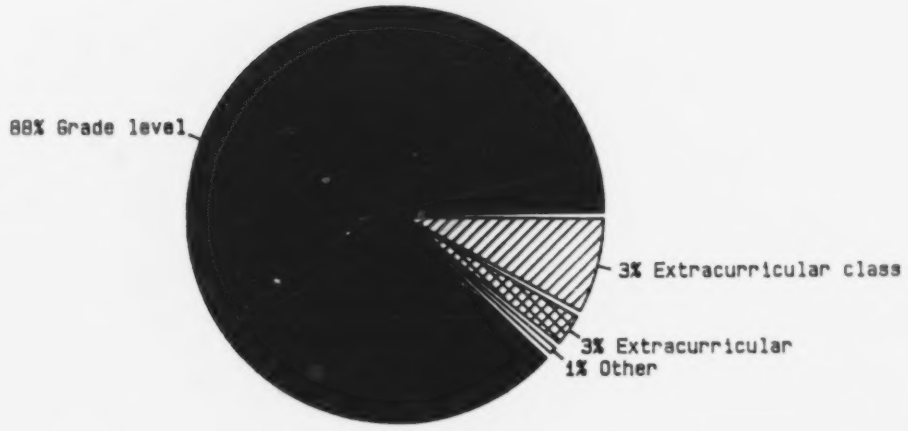
Self-Contained Class:	Identified gifted and talented (G/T) students meet with one teacher all day, all week.
Grouping Within Regular Class:	Teachers instruct identified G/T students within their regular classrooms using specified gifted curricula.
Multiage Grouping:	Designated teachers draw gifted students from other teachers of different grade levels during a specific block or period and disperse their own students among the classes of these other teachers.
Grade Level Grouping:	Designated teachers draw gifted students from other teachers of the same grade level during a specific block or period and disperse their own students among the classes of these other teachers.
Extracurricular Class:	Support personnel, e.g., counselors, librarians, etc., teach gifted students all day or half a day once a week.

Principals were asked to identify which classification best described their gifted elementary classes by subject area. Figure 6 displays their responses for mathematics. As shown in the figure, the category "grade level grouping" was the most commonly reported. "Cluster grouping" and "extracurricular classes" were the second and third most frequent types. "Multiage grouping" and "self-contained class" were the least frequently used types.

Figure 7 represents the trend across three years of the organization of AIM High language arts classes. The grade-level method of instructional delivery was clearly the predominant method in each of the last three years. Further, its use has increased yearly since 1984-85, indicating that an increasingly standard approach toward the organization of classes for gifted and talented students is being taken by the District's elementary schools.

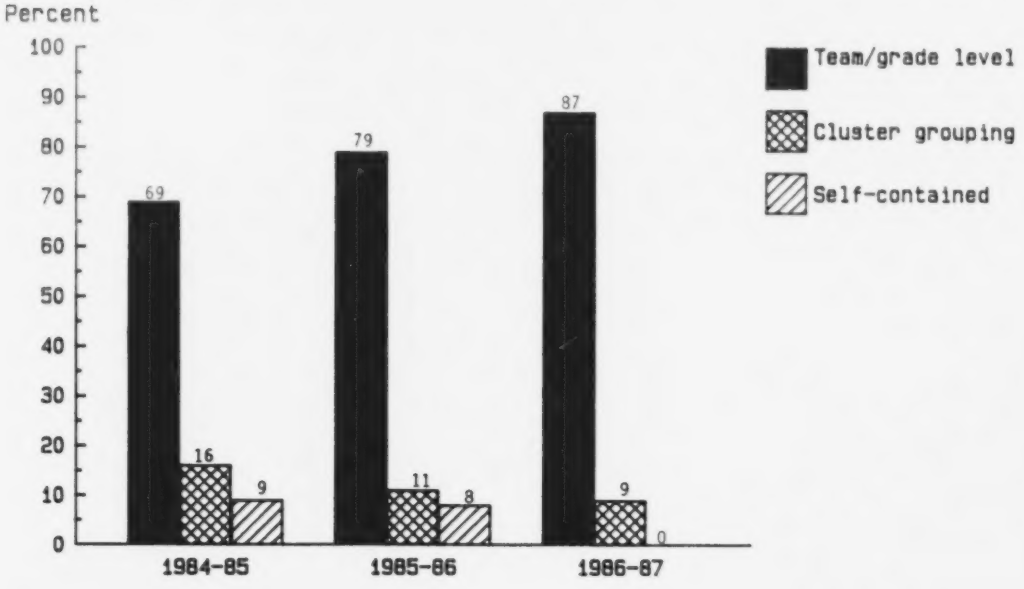
FIGURE 6
DISTRIBUTION OF AIM HIGH MATHEMATICS CLASSES BY TYPE, 1986-87

86.46



Note: Other = Self-contained classes and multiage grouping.

FIGURE 7
THREE-YEAR COMPARISON OF THE DISTRIBUTION OF THE AIM HIGH LANGUAGE ARTS CLASSES BY TYPE



Note: Percentages do not total to 100. Only the class types repeated each year are represented.

WHAT STAFF DEVELOPMENT ACTIVITIES WERE CONDUCTED?

According to its records, the Office of Gifted Education conducted 48 staff development sessions in 1986-87. Participants were asked to rate each session using Staff Development's standard rating form. Ratings were given for eight qualities of the program and presenters on a 1 (low) to 5 (high) scale. Twenty-seven (56%) of the session ratings were provided to the Office of Research and Evaluation. Ratings for the other 21 sessions are unknown. It is therefore not possible to assess the quality of the staff development sessions because a large percentage of the session ratings were unavailable for analysis. The 27 rated sessions covered the following topics: REAL Mathematics, the RISE Program, fair testing, creative drama, and independent learning. The 21 sessions without ratings included the following topics: creative drama, playwriting, archaeology contest, poetry, independent study, bilingual education, and computers.

WHAT DID PEOPLE THINK ABOUT THE AIM HIGH PROGRAM?

The spring, 1987 districtwide surveys of teachers and administrators included a variety of questions about the AIM High Program.

A complete listing of the questions and the results are contained in Attachment 1. The major findings from the surveys were as follows.

Need for the Program

- The majority of teachers and administrators believe that gifted/high-ability students have special needs requiring special instruction.
- Most of the teachers responded that serving gifted or talented students in three content areas is sufficient, although about one quarter said that the three content areas are not enough.
- Slightly over one third of the teachers replied that the District should offer a program for students highly interested in or motivated by social studies.

Implementation

- A little over one half of the teachers responded that the AIM High Program for students gifted in language arts works smoothly at their schools. Fewer than one half thought that the mathematics program introduced this year at their schools was introduced in a satisfactory manner.

- One third of the teachers said that they had difficulty scheduling for gifted students at their campuses this year.

- Most teachers were uncertain whether their grade level was kept informed by the classroom teacher responsible for teaching gifted students.

Awareness

- About two thirds of the teachers said that they were aware of how gifted students are served by the AIM High Program, and

- Are aware that assistance in identifying AIM High students is available from the Office of Gifted Education.

- Less than one half of the teachers surveyed reported being aware that the Office of Gifted Education staff have visited their campus and provided inservice to teachers of the gifted.

Outcomes of the Program

- About one half of the teachers agreed that the AIM High curriculum is challenging students to go beyond what is expected in the regular classroom; about one third were uncertain.

- Almost one half of the teachers responded "neutral" when asked if the AIM High curriculum is teaching students to think more critically, and if the curriculum is helping students to deal with their giftedness as it affects themselves and others.

- More than two thirds of the administrators believe that the differentiated curriculum of the AIM High Program is better able to meet the instructional needs of the gifted/high ability students in their schools than the regular curriculum. Less than one half of the teachers shared this opinion.

- Likewise, more administrators than teachers feel that the AIM High Program is meeting the instructional needs of the gifted/high ability students in their schools.

WHAT WERE THE ACHIEVEMENT LEVELS OF ELEMENTARY GIFTED STUDENTS?

Percentile Ranges

The percentages of AIM High students scoring in various percentile ranges on selected reading, language, and mathematics subtests of the Iowa Tests of Basic Skills (ITBS) are shown in Figures 8, 9, and 10. Scores are from the spring, 1987, administration of the ITBS. Language and reading scores are reported for students served in language arts. Mathematics scores are reported for students served in mathematics.

An examination of the figures reveals that:

- In all three areas, nearly all of the AIM High students in grades 2-6 scored in the upper half of the distribution. Fewer than 1% scored below the 30th percentile in any area.
- In language and mathematics, more than one half of the students scored in the top 10%.
- In reading, about one half of the students scored in the top decile. More than three quarters of the students scored above the 70th percentile.

In summary, the achievement levels of the students in the AIM High Program are very high. This is not a surprising finding given the selection criteria used, which emphasize high performance on an achievement and an ability test.

Report on School Effectiveness (ROSE)

The ROSE report (1987) is based on regression analyses which consider previous achievement and the following factors in comparing the growth of AIM High students to others in AISD.

- Sex
- Ethnicity
- Family income
- Pupil/teacher ratio for the grade
- Transfer status
- Desegregation status
  (Was school impacted?)
  (Was student reassigned?)

The ROSE indicates whether, compared to similar students in AISD, those in AIM High:

- Exceeded predicted gains,
- Achieved predicted gains, or
- Achieved below predicted gains.

Results indicate that:

- **The gains of students in grades 2-6 served in reading and served in mathematics exceeded predicted levels.**

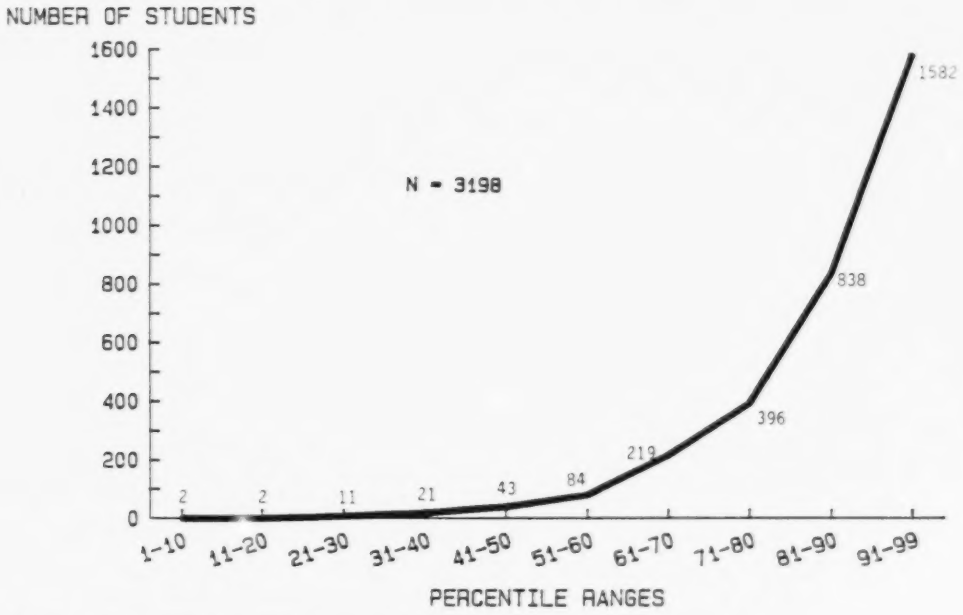
ROSE Results

	PERFORMANCE IN ...	
Grade	READING	MATHEMATICS
2	Exceeded predicted gain (+0.20, N = 623)	Exceeded predicted gain (+0.16, N = 601)
3	Exceeded predicted gain (+0.13, N = 641)	Exceeded predicted gain (+0.11, N = 626)
4	Exceeded predicted gain (+0.20, N = 533)	Exceeded predicted gain (+0.19, N = 561)
5	Exceeded predicted gain (+0.13, N = 522)	Exceeded predicted gain (+0.12, N = 529)
6	Exceeded predicted gain (+0.12, N = 564)	Exceeded predicted gain (+0.08, N = 594)

The numbers in parentheses give the average difference between the students' predicted and actual scores in grade equivalents. For example, a value of +.20 would mean that the students at that grade scored two months higher on the average than similar students districtwide. "N" is the number of students in the analysis.

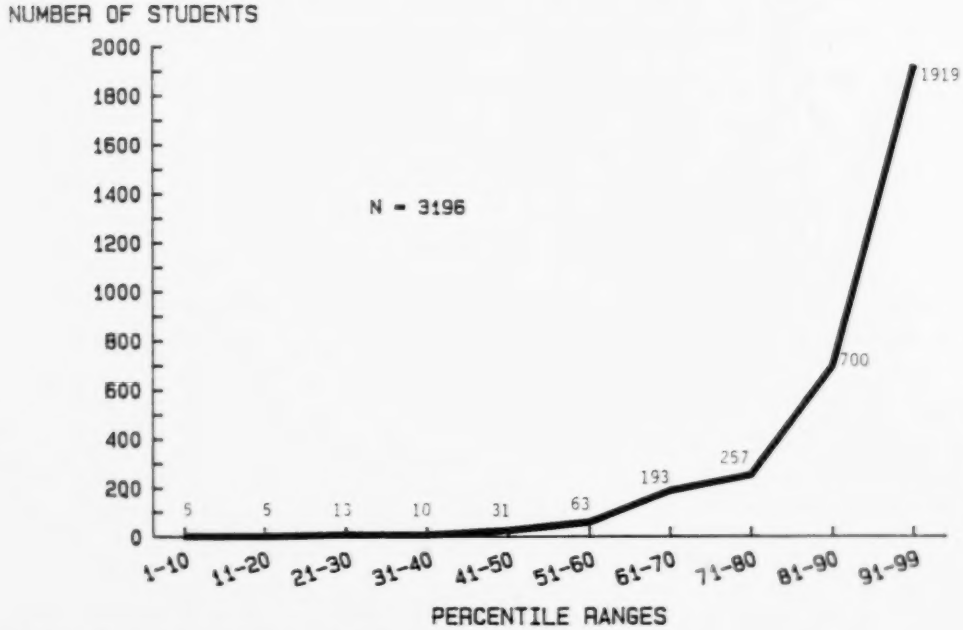
86.46

FIGURE 8
READING ACHIEVEMENT OF AIM HIGH STUDENTS, ITBS, GRADES 2-6, SPRING 1987



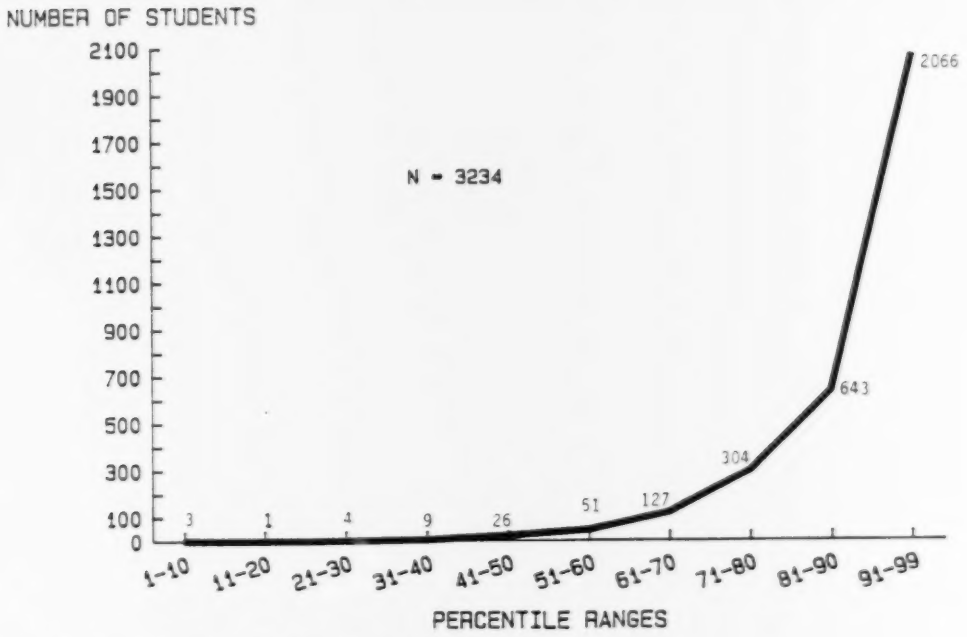
Note: Score are Reading Comprehension for grade 2 (1985 norms) and Reading Total for grades 3-6 (1982 norms).

FIGURE 9
LANGUAGE ACHIEVEMENT OF AIM HIGH STUDENTS, ITBS, GRADES 2-6, SPRING 1987



Note: Scores are Language Total—grade 2 (1985 norms) and grades 3-6 (1982 norms).

FIGURE 10
MATHEMATICS ACHIEVEMENT OF AIM HIGH STUDENTS,
ITBS, GRADES 2-6, SPRING 1987



Note: Scores are Math Total--grade 2 (1985 norms) and grades 3-6 (1982 norms).

HOW MUCH DID THE GIFTED AND TALENTED PROGRAM COST?

The costs of the elementary and secondary gifted and talented programs are displayed in Figure 11. As reflected in Figure 11, per-student costs for operation of both programs are quite low--just cents on a contact hour basis. It should be noted, however, that these are costs for services above and beyond those for the regular AISD instructional program.

The low costs of the District's gifted and talented programs, relative to other AISD special programs, lie primarily in the large number of students served, generating a large number of student contact hours daily. The number of student contact hours per day for AIM High students was 7,058.6; for secondary Honors students it was 11,243.92--a total of 18,302.52 contact hours per day. A second reason for the low costs of the programs is that in neither program are additional teachers funded to deliver services. The budget for the AIM High Program is mainly for instructional materials and for the salaries of district-level personnel charged with teacher training and coordination of the program. The secondary Honors Program funds no additional personnel, and it is partly for that reason that it is even less expensive than AIM High. Additionally, the Honors Program has a smaller allocation and serves a larger number of students.

The costs of the AIM High Program in 1986-87 and in the previous year are shown in Figure 12. The program's allocation increased **$84,522** from the previous year, the result of a budgeted increase for curricular materials. The cost per student also increased somewhat in 1986-87, but the costs per contact hour and per full-time equivalent (FTE) student were almost the same as the previous year. The stability of the contact hour and FTE costs is attributable to an increase in the number of contact hours students received per day--7,058.6 in 1986-87, compared with 5,294.54 in 1985-86--which resulted from full implementation of the mathematics program.

Figure 13 shows the state and local contributions to the total allocation for the District's gifted and talented programs. According to a communication from the Texas Education Agency (TEA) in May, 1987, state monies designated for a special program must be used for program purposes, except for 15% of the amount representing a program's share of general administrative costs. In the latest summary of finances received from TEA in May, 1987, the grant for Gifted and Talented is the amount shown in Figure 13. AISD is required to budget 85% of this amount, **$166,930**, for the Gifted and Talented Program. Clearly, AISD budgets much more than the State requires for the Gifted and Talented Program--**$318,915**.

FIGURE 11
COST OF AISD'S GIFTED AND TALENTED PROGRAMS IN 1986-87

Program	Allocation	Number of Students Served	Cost Per Student	Cost Per Student Contact Hour	Cost Per Student Contact Hour Per Year	Cost Per FTE Student Per Year
AIM High	$ 349,455	4,434	$ 79	$ .28	$ 50	$ 297
Secondary Honors	$ 136,390	5,807	$ 23	$ .07	$ 12	$ 73
TOTAL	$ 485,845	10,241	$ 47	$ .15	$ 27	$ 159

FIGURE 12
COST OF THE AIM HIGH PROGRAM,
1986-87 COMPARED WITH THE PREVIOUS YEAR

Year	Allocation	Number of Students Served	Cost Per Student	Cost Per Student Contact Hour	Cost Per Student Contact Hour Per Year	Cost Per FTE Student Per Year
1985-86	$ 258,884	4,890	$ 53	$ .28	$ 49	$ 293
1986-87	$ 349,455	4,434	$ 79	$ .28	$ 50	$ 297

FIGURE 13
LOCAL AND STATE ALLOCATIONS TO AISD'S
GIFTED AND TALENTED PROGRAM IN 1986-87

Foundation Allocation	Required to Budget	Total Allocation	Local Allocation Above State Requirement
$196,388	$166,930	$485,845	$318,915

WHAT WERE THE OFFICE OF GIFTED EDUCATION'S MAJOR ACCOMPLISHMENTS AND SHORTCOMINGS IN 1986-87?

MAJOR ACCOMPLISHMENTS

The Office of Gifted Education met most of its goals for 1986-87. Among the most important were:

- The AIM High Mathematics Program was implemented districtwide in 63 elementary schools.
- Working with Data Services, OGE established a central computer file with records for students served in language arts, mathematics, and art enrichment.
- Under the auspices of the Adopt-A-School Program, OGE was adopted by three prominent companies, Espey-Huston & Associates, Prudential-Bache Securities, and Fellers, Lacy, & Gaddis, which helped increase public awareness of AIM High by sponsoring student contests and publicizing the program.
- Numerous staff development sessions were conducted.
- The Language Arts Program continued to be sustained through staff development and new curriculum resources.
- The AIM High Science Program was piloted in 10 selected schools.

SHORTCOMINGS

OGE fell somewhat short of its goals in two areas.

Bilingual Gifted

Implementation of the AIM High Bilingual Language Arts Program on a pilot basis continues to move forward at a slow pace. Progress has been made in producing an "experimental" identification matrix, in providing teacher training, and in developing curriculum resources, but some problems remain to be overcome. A formal identification process has yet to be made operational on a routine basis. The instruction of program students needs to be better differentiated from the curriculum received by bilingual nonprogram students.

Although an identification matrix was developed by the Bilingual Task Force, according to the Program Coordinator it was not used in the two pilot schools until spring, and student identification in 1986-87 was again largely based on teacher nomination. The DCAT, which is one of the identification criteria, was translated into Spanish, but the review process delayed its duplication and use. As previously mentioned, another problem with the identification process was that not all eligible students are routinely administered the Prueba de Lectura.

It is difficult to distinguish the AIM High Bilingual Program as a program distinct from the mainstream Bilingual Program at the two pilot campuses, Metz and Barrington. Only one pilot school returned the general survey requesting principals to identify how their AIM High classes were organized. At that school, the survey indicated that the instruction of the bilingual gifted students was delivered in a self-contained setting. According to the principal, the bilingual gifted students were instructed by the bilingual teachers in their classrooms, along with the other bilingual students. One of the bilingual teachers at the school confirmed this arrangement and stated that the AIM High curriculum materials were used with all of the students whom the teacher thought might benefit from them, whether or not they were identified AIM High students. The Program Coordinator expressed the opinion that the program probably operated in the same fashion on the other pilot campus.

Science

According to the Program Coordinator, ambitious plans for the AIM High Science Pilot Program in 1986-87 were only partially realized. Progress was made in identifying highly motivated teachers of science, in providing staff development, in implementing an identification process, and in publicizing the program, but development of a differentiated science curriculum still needs to occur. The Program Coordinator stated that the pilot status of the program will be extended for another year, through 1987-88.

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The final report presents a summary of the findings of the 1984-85 evaluation of the Gifted and Talented Program.

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This manual describes the AIM High Program for gifted and talented students. In addition to general descriptive information, it specifies the procedures followed in identification of students who are eligible to participate in the AIM High Program.

Wilkinson, D., & Luna, N. (1986, June). Capital Projects, 1985-86: Teach & Reach, Gifted & Talented, BEST. (Publication No. 85.63). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

The final report presents a summary of the findings of the 1985-86 evaluation of the Gifted and Talented Program.

Wilkinson, D., & Luna, N. (1986, July). Gifted and talented: 1985-86 Final technical report. (Publication No. 85.61). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

The final technical report describes the questions addressed, the data collection instruments and procedures employed, and the results of the 1985-86 evaluation of the Gifted and Talented Program.

Wilkinson, D., & Luna, N. (1987, August). Gifted and talented: 1986-87 Final technical report. (Publication No. 86.56). Austin, TX: Austin Independent School District, Office of Research and Evaluation.

The final technical report describes the questions addressed, the data collection instruments and procedures employed, and the results of the 1986-87 evaluation of the Gifted and Talented Program.

NEED FOR THE AIM HIGH PROGRAM (Administrators and Teachers)

A. Strongly Agree B. Agree C. Neutral D. Disagree E. Strongly Disagree

N = Number responding		**N**	**A**	**B**	**C**	**D**	**E**
Gifted/high ability students have special needs requiring special instruction.	Administrators	41	22 53.7%	15 36.6%	2 4.9%	2 4.9%	0 0
	Teachers	79	40 50.6%	27 34.2%	6 7.6%	4 5.1%	2 2.5%
The AIM High Program is necessary for the gifted/ high ability students in this school.	Administrators	46	14 30.4%	13 28.3%	8 17.4%	10 21.7%	1 2.2%
The District should offer a program for students highly interested in or motivated by social studies.	Teachers	92	11 12.0%	21 22.8%	34 37.0%	15 16.3%	11 12.0%
Serving gifted or talented students in three content areas (language arts, mathematics, and science) is sufficient.	Teachers	88	24 27.3%	32 36.4%	11 12.5%	12 13.6%	9 10.2%

IMPLEMENTATION OF THE AIM HIGH PROGRAM (Teachers)

A. Strongly Agree B. Agree C. Neutral D. Disagree E. Strongly Disagree

N = Number responding	**N**	**A**	**B**	**C**	**D**	**E**
The AIM High Program for students gifted in language arts works smoothly at my school.	91	16 17.6%	32 35.2%	32 35.2%	9 9.9%	2 2.2%
The mathematics program for students gifted in this area was introduced to our campus this year in a satisfactory manner.	88	5 5.7%	30 34.1%	37 42.0%	10 11.4%	6 6.8%
Teachers at our campus are knowledgeable about the AIM High Program.	107	22 20.6%	51 47.7%	23 21.5%	9 8.4%	2 1.9%

	N	A	B	C	D	E
We had difficulty scheduling for gifted students at our campus this year.	69	12 17.4%	9 13.0%	21 30.4%	17 24.6%	10 14.5%
Our grade level is kept informed by the classroom teacher responsible for teaching gifted students.	89	10 11.2%	22 24.7%	51 57.3%	5 5.6%	1 1.1%
Teachers of the gifted seem satisfied with the curriculum materials and staff development they have received.	82	3 3.7%	20 24.4%	39 47.6%	15 18.3%	5 6.1%

AWARENESS OF THE AIM HIGH PROGRAM (Teachers)

A. Strongly Agree B. Agree C. Neutral D. Disagree E. Strongly Disagree

N = Number responding	N	A	B	C	D	E
I am aware that Office of Gifted Education (OGE) staff have visited ur campus and provided inservice to the teachers of the gifted.	104	15 14.4%	31 29.8%	29 27.9%	18 17.3%	11 10.6%o
I am aware of how gifted students are served by the AIM High Program.	84	21 25.0%	32 38.1%	18 21.4%	7 8.3%	6 7.1%

		Yes	No
Were you aware that group counseling is available from the Office of Gifted Education (OGE)?	92	16 17.4%	76 82.6%
Were you aware that demonstration lessons are available from the Office of Gifted Education (OGE)?	86	23 26.7%	63 73.3%
Were you aware that consulting about teaching techniques is available from the Office of Gifted Education (OGE)?	86	23 26.7%	63 73.3%
Were you aware that assistance in identifying AIM High students is available from the Office of Gifted Education (OGE)?	76	51 67.1%	25 32.9%

OUTCOMES OF THE AIM HIGH PROGRAM (Administrators and Teachers)

A. Strongly Agree B. Agree C. Neutral D. Disagree E. Strongly Disagree

N = Number responding		**N**	**A**	**B**	**C**	**D**	**E**
The AIM High curriculum is challenging students to go beyond what is expected in the regular classroom.	Teachers	86	17 19.8%	29 33.7%	31 36.0%	8 9.3%	1 1.2%
The AIM High curriculum is teaching students to think more critically.	Teachers	86	9 10.5%	27 31.4%	38 44.2%	9 10.5%	3 3.5%
The AIM High curriculum is helping students to deal with their giftedness as it affects themselves and others.	Teachers	102	4 3.9%	34 33.3%	44 43.1%	16 15.7%	4 3.9%
The differentiated curriculum of the AIM High Program is better able to meet the instructional needs of the gifted/high ability students in my school than the regular curriculum.	Administrators	44	10 23.7%	20 45.5%	10 22.7%	2 4.5%	2 4.5%
	Teachers	77	18 23.4%	20 26.0%	24 31.2%	11 14.3%	4 5.2%
The AIM High Program is meeting the instructional needs of the gifted/high ability students in my school.*	Administrators	42	4 9.5%	23 54.8%	12 28.6%	1 2.4%	2 4.8%
	Teachers	88	10 11.4%	25 28.4%	37 42.0%	11 12.5%	5 5.7%

* Differences between administrator and teacher responses are statistically significant.

Attachment 1
(Continued, page 4 of 4)

USE OF THE AIM HIGH SERVICES (Teachers)

A. A Great Deal B. Somewhat C. Slightly D. Not At All

N = Number responding	**N**	**A**	**B**	**C**	**D**
How much do you use the group counseling available from the Office of Gifted Education?	115	1 .9%	2 1.7%	5 4.3%	107 93.0%
How much do you use the demonstration lessons available from the Office of Gifted Education?	86	3 3.5%	7 8.1%	8 9.3%	68 79.1%
How much do you use the assistance in identifying AIM High students available from the Office of Gifted Education?	89	10 11.2%	21 23.6%	23 25.8%	35 39.3%
How much do you use the consulting about teaching techniques available from the Office of Gifted Education?	81	2 2.5%	10 12.3%	10 12.3%	59 72.8%

Attachment 2

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